



Behaviour Policy V2.2

Aims:

The school aims to create a secure, happy and active learning environment of the highest quality, which celebrates every individual, and to this end, the school aims to provide:

- Good adult role models of caring cooperative behaviour
- An acceptance by all staff of a responsibility for maintaining good discipline
- The celebration of a wide range of achievements
- The reinforcement of positive attitudes to expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The primary aim of the Behaviour Policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Availability:

This policy is made available to parents, staff and pupils in the following ways: via the school website and on request through the school reception.

Monitoring and Review:

This policy will be subject to continual monitoring, refinement and audit by the leadership, management, and governors of the school. The Board of Governors undertakes a formal annual review of this policy.

Signed:

Mr Dhillon – Principal 1st September 2025



1 Preamble

1.1 The ethos of our school is such that all who come here are valued as individuals in their own right.

1.2 Pupils are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other pupils and adults. Pupils should never be allowed to feel that negative comments relating to gender, sexism, elitism, racism, sectarianism, islamophobia, homophobia, transphobia etc. are acceptable.

1.3 All members of staff have an important role to play in promoting good behaviour.

1.4 This school is expected to be a place where: a) All individuals are respected and their individuality valued b) Pupils are encouraged to achieve c) Self-discipline is promoted and good behaviour is the norm d) Rewards and sanctions are applied fairly and consistently e) Bullying, disruption and harassment are not tolerated f) Early intervention is the norm g) There is an emphasis on self-discipline

1.5 The school is committed to promoting the highest standards of behaviour and to ensuring those standards of behaviour are monitored and maintained so that the stated aims of the school can be achieved. It is crucial that we foster and develop an atmosphere in which pupils can learn and that we create a climate in which pupils not only know exactly what standards of behaviour are required of them, but appreciate that it is one in which relationships are based on mutual respect. To this end, each pupil will be made aware of our school's expectations.

1.6 This policy includes details of how we promote good behaviour amongst pupils including rewards and the sanctions we adopt in the event of pupil misbehaviour. In formulating our Behaviour Policy, we first define the terms 'behaviour' and 'discipline'.

1.7 Good behaviour is conduct that assists the school to fulfil its function and achieve its aims.

1.8 Discipline is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

1.9 As part of our Behaviour Policy all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

1.10 Bullying can occur through several types of anti-social behaviour. We ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

1.11 Our school makes the relevant information available to comply with the above. Our policies, working practices, documentation and record keeping support the implementation outlined above.



1.12 This Behaviour Policy is dovetailed with the Anti-bullying Policy and makes it clear what the sanctions are for bullying. This can be found on the school website.

1.13 This Behaviour Policy is dove-tailed with the Drugs and Other Substances Policy, which is on the school website.

2 The Role of the Head

2.1 The Head has overall responsibility for supporting personal, social and emotional development, including issues concerning behaviour.

2.2 The Head's role is to determine the detail of the standard of behaviour acceptable to the school, having responsibility for maintaining day-to-day discipline in the school, which will include making rules and provision for enforcing them. The Head should:

- a) Provide support for staff faced with challenging behaviour.
- b) Promote self-discipline and proper regard for authority among pupils; have a consistent approach to behaviour management; and have clear, well-organised working practices along with maintaining its facilities to a high standard.
- c) Encourage good behaviour and respect for others and prevent all forms of bullying; ensure that the standard of behaviour is acceptable; and regulate the conduct of pupils.
- d) Provide support to children to self-manage their behaviours, taking into account all aspects of the child and why they are displaying certain behaviours; provide staff development and support; and liaise with parents and other agencies.
- e) Consider issues related to pupils with special educational needs and/or disabilities and ensure that reasonable adjustments are made for these pupils.
- f) Make provision for continuous professional development with reference to: positive behaviour management, physical intervention (the use of reasonable force) and anti-bullying procedures.
- g) Have regular whole school discussions about children's behaviours and record behaviour strategies in online behaviour management logs; manage pupils' transition.
- h) Ensure a strong school leadership; support teachers with classroom management; implement the school's approaches to rewards and sanction, and to behaviour strategy and the teaching of good behaviour.
- i) Have an understanding of current legislation, research and philosophy on promoting positive behaviour and on handling pupils' behaviour where it may require additional support, including the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice January 2015
- j) Access relevant sources of expertise on promoting positive behaviour within the curriculum for supporting personal, social and emotional development.
- k) Familiarise new staff members with the school's Behaviour Policy and guidelines for behaviour.



3 The Role of All Members of Staff

3.1 All members of staff are expected to encourage good behaviour and respect for others in pupils and to apply all rewards and sanctions fairly and consistently.

3.2 Members of staff are also responsible for ensuring that this policy and its attendant procedures are followed, and consistently and fairly applied.

3.3 Well-planned, interesting and demanding lessons make a major contribution to good discipline.

3.4 Members of staff need to recognise that codes for interacting with other people vary between cultures, and staff need to be aware of, and respect, those used by all members of the school.

3.5 All members of staff need to provide a positive model of behaviour by treating pupils, parents and one another with friendliness, care and courtesy.

3.6 Through regular discussions at staff meetings and briefings regarding children's behaviours, the school endeavours to ensure that members of staff apply all standards fairly. All staff are advised to use a consistent approach when dealing with poor behaviour and issuing a misconduct.

3.7 Children with specific behaviour issues may have their behaviour monitored and recorded electronically as part of a Pastoral Support Plan (PSP). Parents will be informed in all such cases.

3.8 All members of staff are expected to be clear in their understanding of the standards expected of our pupils, and to be vigilant in ensuring that any lapses of behaviour, either in or out of the classroom, do not go unchecked. With this in mind all staff should strive to:

- a) Develop an effective rapport with each individual pupil; establish a feeling of security for pupils by being consistent, firm and fair with them.
- b) Avoid direct confrontation but deal with situations in a calm and reasoned manner; know the whereabouts of every pupil in their charge at all times.
- c) Seek advice from the Head of Department or Head of Year when normal classroom strategies are not successful and follow the procedures outlined below.

3.9 Teachers are responsible for the recording and reporting of misconducts. A misconduct can be given for the following reasons:

- a) Homework missing, incomplete or finished to a poor standard
- b) Uniform infringement
- c) Punctuality
- d) Chewing gum
- e) Phone
- f) Poor behaviour – N.B. Teachers must give a verbal warning, final warning and then issue the misconduct with an explanation. If the poor behaviour is of a serious nature, a misconduct may be issued without warning; however, the teacher must explain the misconduct to the pupil involved.

Poor behaviour can result in a child being secluded in the seclusion room. Work will be provided throughout the day



4 The Role of the Pupils

4.1 Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations.

4.2 Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any forms of harassment are reported.

4.3 We recognise that every pupil has the right to feel safe, to learn, and to be treated with respect.

4.4 Linked to those rights, pupils are expected to:

a) Behave with courtesy and consideration for others at all times

b) Follow the school rules, as set down in appendix A

5 The Role of Parents

5.1 The school strongly encourages an ethos and culture whereby there is clear mutual communication with, and support of, parents. Parents are expected to take responsibility for the behaviour of their child both inside and outside the school.

5.2 We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

5.3 We work in partnership with parents to address recurring unacceptable behaviour, using observation records to help us to understand the cause, and to decide jointly how to respond appropriately.

5.4 By working collaboratively with parents, pupils receive consistent messages about how to behave at home and at school. We expect parents to encourage their children to support the school rules, their child's learning, and to cooperate with the school, as set out in the parent contract (Terms and Conditions).

5.5 It is also an offence under section 547 of the Education Act 1997 for any person (including a parent) to cause a nuisance or disturbance on school premises. Parents should not become angry publicly, and if they have a problem this should be dealt with in privacy. If parents were to show aggressive or abusive behaviour, it can present a risk to staff and children. If there are any concerns about the behaviours of parents or visitors, they are required to leave the premises. If there is a court order against a parent seeing their child, the school will abide by the conditions of the order.

5.6 All adults, including staff, parents and visitors, are expected to behave in a manner which is in line with and supportive of our school ethos.

6 The Class Teacher and Classroom Management Support

6.1 Teachers take responsibility for maintaining good behaviour within their classroom and throughout the school if needed. The school has clear policies concerning teaching and learning. Merits and Misconducts may be given to promote positive behaviour.



6.2 Members of staff are supported with effective classroom management strategies to ensure effective behaviour management.

6.3 Within the classroom, children will be given the opportunity to take responsibility, and to use their initiative for the good order of the class.

6.4 The general practice of classroom management involves rewards being given to children on a daily basis. These include verbal praise, written remarks about good work, stickers/stars, merits that are issued via MySchool Portal, house points and recognition by the Senior Leadership Team.

6.5 School reports are also seen as a means of providing both constructive praise and guidance for improvement.

7. Lesson routines

Pupils are expected to follow these basic routines in class, plus any additional routines determined by the class teacher. The routines are displayed and used as reminders. All staff will expect the same basic standards of good behaviour in each class.

7.1 Pupils must enter the classroom in a safe, calm, quiet and orderly fashion, in proper uniform or dress, well-presented and ready to learn.

7.2 Pupils must, without challenge, sit in their allocated seating plan place, as determined by the teacher.

7.3 Pupils must set out all the equipment, planner and books needed for the lesson on their desk and start learning as quickly as possible once they are seated (commencing any starter activity immediately).

7.4 Pupils must safeguard the school's equipment and books to prevent damage.

7.5 Pupils must do their best work at all times, present their work well and pay attention to spelling, punctuation and grammar.

7.6 Pupils should copy down all homework into their planner.

7.7 Pupils should keep their home-school planner on the desk throughout.

7.8 Pupils should use the time effectively to learn as much as is possible and make excellent progress every lesson.

7.9 Pupils must be in proper uniform or dress code throughout, take off coats and outdoor clothing and put bags on the floor in a safe place where they do not represent a trip hazard (for example under the desk).

7.10 Pupils must not lean the chair back on 2 legs, not sit on tables or desks, not put feet up on furniture or damage the classroom furniture or displays in any way.

7.2 Pupils must be quiet whilst an accurate register is taken.

7.11 Pupils should raise their hand to show that they can answer a question or if they need help.

7.12 Pupils should support each other in their learning.

7.13 Pupils must not have prohibited or banned items and must not eat, chew or drink (except water).



7.14 Pupils must be respectful and co-operative at all times, to each other and to those in authority.

7.15 Pupils should, when the teacher instructs, tidy the classroom, tuck in chairs and put any rubbish collected in the bin before leaving the classroom.

7.16 Pupils should thank the teacher for the lesson on their way out.

7.17 Pupils must not leave the classroom earlier than the lesson changeover time/buzzer.

7.18 Pupils should leave the class in a calm, quiet and orderly manner after having been dismissed by the teacher.

8 Presentation of work

Presentation of work is always important. Careless presentation will create a bad impression on the reader who may be distracted from what you have to say. Many readers will make judgments about the pupil's general ability and attitude if the presentation of your work appears to be careless.

8.1 Do not allow your books to be decorated with stickers or graffiti.

8.2 Always start written work with a title and the date.

8.3 Try to draft your work neatly then check for content, organisation and accuracy.

8.4 Re-work as necessary.

8.5 Take care with a layout making proper use of margins and indented paragraphs. Write in black or blue ball point and only use colour when it is necessary to aid presentation or for 'Purple pen' marking.

8.6 Proof-read all work for spelling, punctuation and grammar. Don't hope for the best – make sure your work is correct otherwise your marks and grades will suffer in all subjects.

8.7 Use a green pen to respond to teachers' next steps to mark or correct work.

9 Homework

Completing homework on a regular basis helps pupils to develop important skills and helps pupils to make more than expected progress and achieve high grades. Pupils must ensure that they:

9.1 Ask for and record homework for each subject in their pupil planner.

9.1 Complete homework to a high standard.

9.2 Submit completed homework on time for marking or review.

9.3 Do not copy or plagiarise the work of others.

9.4 Engage with feedback from teachers including through 'green pen marking'.

9.5 Have an appropriate place for completing homework at home.

9.6 Make good use of the facilities for completion of tasks in school and resources in the LRC



10 'Measures' & 'Disciplinary Penalties' to promote 'outstanding' behaviour & regulate conduct.

Oak Heights school deploys the full gamut of measures and disciplinary penalties, appropriate and proportionate to all the circumstances, with a view to regulating the conduct of pupils (subject to availability in some cases). The list of measures and disciplinary penalties below is not intended to be exhaustive, but is typical. Their application is intended to encourage good behaviour, to demonstrate that misbehaviour is not acceptable at Oak Heights school, to signal the degree of disapproval of the school community of some behaviours and to deter all pupils from continuing, repeating or replicating unwanted behaviours. Measures and disciplinary penalties with a view to regulating the conduct of pupils at Oak Heights school, in no particular order, include:

- Congratulations
- Positive comments when marking
- High academic and social expectations and a strong learning ethos
- Firm routines and clear rules
- Praise
- Smiles
- Thanks
- Rewards trips
- Certificates
- Nominations celebrated in an assembly
- Inclusion in events
- DREAM point rewards (See the below & website for more detail)
- Responsibilities • Acknowledgement of positive changes in behaviour
- 'Restorative Justice' conversations (RJs) or mini-RJs or Reconciliation meetings.
- Annual Prize Giving • Jack Petchey Awards
- Trophies, prizes and badges
- Gain or loss of privileges
- Appropriate communication with home (good or bad) including letters, emails, calls, texts, postcards.
- Active Corridor Team intervention (good or bad)
- Detentions
- Reminder, warning or insistence on compliance
- Verbal reprimands
- Extra work or repeating unsatisfactory work until it meets the required standard



- Additional written or practical tasks as punishments
- Community service (school based and/or in the wider community)
- Catch-up sessions with staff
- Change of class (temporary or permanent)
- Change of seating plan
- Curriculum change (rare)
- Seclusion (Isolation)

'Extended Day' placement

- Managed Transfer (where possible and appropriate) or other available alternative to permanent exclusion
- Exclusion, temporary or permanent (Decision by Headteacher only)
- On-report for behaviour, attendance, punctuality, progress, etc.
- Parental meeting
- Parenting Contract or Parenting Order and/or Fixed Penalty Notice
- Early reporting for school
- Screening
- Personal searching
- Police searching
- Referral to police or other agencies
- 'Random' uniform, equipment, behaviour, mobile phone or other audits or checks
- Restrictions on future activity
- Referral for in-house support
- Behaviour contract and/or targets
- Notes in the pupil planner
- Confiscation, retention and disposal of prohibited, banned or other items detrimental to the school discipline
- Interrogation of seized electronic devices
- Written Warning
- Final Warning where appropriate
- Situation discussed at a management meeting (e.g. Behaviour Meeting, Attendance and punctuality meeting, Subject or Year Group meeting, etc.)



- Three Bridges & Parole Boards Referral (Decision by Headteacher only)
- Multi-agency referral
- Mediation
- Consideration of assessment for a Statement of SEN, Statement review or an Education, Health and Care plan
- Behaviour contract
- Referral to learning support (SEN, EAL, LNC, ASD Centre, SpLD Centre, art therapy, etc.)
- Referral to Connexions or ICEAG
- Visions referral
- Involvement of police
- LADO consultation
- CAF referral
- Referral to off-site or alternative provision
- Referral to the School Counsellor or Engagement Mentor
- Referral to Health (School nurse, CAMHS, etc.)
- Referral to Family Support Worker Page 17 of 60
- Mentoring by Year Manager, Teaching Assistant or others
- Note on School record

11 Supporting police investigations

Different rewards and sanctions may be appropriate for different pupils involved in the same incident taking account of factors such as SEN, disabilities or other equalities considerations, different levels of involvement or responsibility, mitigating factors (e.g. provocation), aggravating factors (e.g. lack of remorse), previous behaviour history where appropriate, etc. The school will normally only discuss a pupil's behaviour and any disciplinary penalties taken with the pupil and their parents and not the parents of other children involved in the same incident.

12 Searching pupils

Oak Heights Staff, authorised by the Headteacher, may undertake same-gender (see below for nonbinary and transgender pupils) searches of a pupil's person and their belongings. All qualified teachers employed by the school on a contract who have undertaken training at Oak Heights school are normally authorised and certified (normally at induction) to undertake searches in accordance with this guidance, unless prohibited by the Headteacher. Support staff and unqualified teachers are individually authorised and certified by the Headteacher to conduct personal searches. The contemporary list of support staff and/or support staff roles authorised by the Headteacher to undertake personal searches of pupils is maintained by the Headteacher's Office.



Eligible staff intending to undertake a personal search should normally contact the Headteacher in advance, via his PA, to talk through the reasons for the search with him to confirm that the search is justified and will be conducted in accordance with this policy. In exceptional circumstances, for example where there is an urgent need on safety grounds, the Headteacher may be contacted, without delay, after the search to review a decision to search without getting permission in advance. Any teacher or member of support staff can carry out an 'Immediate Search' if they deem it necessary, but must report doing so to the Headteacher without delay afterwards. Those that are not authorised by the Headteacher to undertake a personal search should consider carefully whether there is really no alternative before they themselves carry out an immediate search. Pupils can be searched for any item (not just those on the lists of prohibited and banned items in this policy) but only if they give their consent. A pupil must be capable of giving consent to a search where consent is needed. This requires consideration of their age and other factors such as SEN, ASD, Speech Language & Communication difficulties, disabilities, etc. In circumstances where a pupil is not capable of giving consent, consideration should be given as to whether parental or other consent or other reasonable adjustments may be needed for some searches. There is no need for formal written consent of the pupil (or parent). Parents do not need to be informed of routine searches, before or after the personal search. Although there is no requirement, parents may be explained the reasons for the search but this would normally only be if, the pupil agrees to their parents being informed (since this constitutes sensitive personal data), and it has been necessary to involve the police in the search due to an initial refusal by the pupil to be searched by an authorised person, an intimate search was considered necessary and has been undertaken by the police, or the school considers that there is other substantial and good reason for informing parents (in which case there would the school would need to have justifiable grounds for sharing if the pupil does not give permission to share this sensitive personal data with their parents).

Parents have no authority to refuse or interfere with the rights to search, screen or confiscate items from pupils on the school site or elsewhere where the member of staff has lawful control or charge of pupils, for example on school trips in England or in training settings. The powers only apply in England. The rules for other countries may vary and international trips will need to give consideration to this in the trip risk assessment but standards and safeguards should not normally fall below those in the UK.

13 Standards of Behaviour

13.1 The school demands high standards of behaviour and endeavours to encourage good habits of work and behaviour from the moment a pupil enters the school.

13.2 All members of staff are expected to promote good behaviour and self-discipline amongst pupils, and to deal appropriately with any unacceptable behaviour. Punctual attendance at school and lessons is required and misconducts will be issued and monitored by the Head of Year.

13.3 Behaviour that does not allow constructive teaching and learning is unacceptable. All members of staff have a duty to ensure that disruption, however low-level, is not tolerated. All misbehaviour must be logged by the teacher on the MySchool Portal misconduct page. This will notify the Form Teacher and appropriate Head of Year.



14 The School Environment

14.1 We are well aware of the impact of the school environment on the behaviour of our pupils. If we are to raise self esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school.

14.2 The care and sensitivity with which pupils' work is displayed and celebrated, both in the classroom and throughout the school, will radically affect the feeling of welcome and ownership by all.

14.3 Staff will have a commitment to the appearance of the school buildings by picking up litter, noting displays coming adrift and removing items left lying around.

14.4 The pupils will also be encouraged to be similarly aware, so that they feel they personally have a responsibility for keeping the school clean, tidy and attractive. Pupils showing pride in their own classroom and cloakroom is the first step towards this.

15 Support Systems for Pupils

15.1 The school places considerable emphasis on the pastoral support for all pupils. We have set procedures for supporting children with their behaviour problems. Pupils are supported in their behaviour through high expectations of positive behaviour instilled in assemblies, Personal, Social, Health, Economic (PSHE) education and Citizenship, Relationship and Sex Education, class routines, circle time lessons, the Pastoral Pyramid and positive role models of staff and older children.

15.2 In some cases, we may refer children to outside agencies who will liaise with both the school and the child's parents to provide additional support.

16 Liaison with Parents and External Agencies

16.1 We have strong links with outside agencies including resources such as counselling. In some cases, we may refer children to these outside agencies, who will liaise with both the school and the child's parents to provide additional support. This school also has access to educational psychologists and the educational welfare service at the local authority.

16.2 The school has a good working relationship with the local authority and complies with their safeguarding procedures.

17 Duties under the Equality Act 2010 and Supporting Pupils with Special Educational Needs and/or Disabilities (SEND)

17.1 In accordance with the Equalities Act 2010, the school acknowledges its legal duties in respect of safeguarding and SEND. In particular, we take account of SEND when considering behaviour, discipline and sanctions.

17.2 Adjustments will be made according to the children's individual specific needs. Particular consideration will be given to those pupils with special educational needs or disability when considering behaviour, discipline and sanctions, including suspension and expulsion.



17.3 Pupils will not be treated less favourably for reasons related to the disability, and steps will be taken to ensure this. Steps could include differentiation in the school's Behaviour Policy, behaviour modification strategies and requesting external help with the pupil.

17.4 All rewards and sanctions must be applied fairly and consistently and in accordance with the school's Learning Differences and SEND Policy. Furthermore, there will be no discrimination on the basis of gender, race, religion, belief, culture, sexual or LGBTQ orientation, special educational needs or disability. The school will always take account of any special educational needs when considering whether or not to exclude a pupil. Pupils will not be treated less favourably for reasons related to their disability, and steps will be taken to ensure this. We will pay particular attention as well to the needs of looked-after children.

18 Recording

18.1 Incidents and Sanction Books: those with senior pastoral responsibilities in the leadership and management team regularly check the school's records and the serious sanctions document so that behavioural patterns can be identified which are then reported to the Head for consideration and action by the Senior Leadership Team (SLT).

18.2 The school keeps a variety of records of incidents of misbehaviour. This includes a register of sanctions imposed for serious misbehaviour. The class teacher records any significant classroom incidents. These notes should be kept on the school's information management system under the Misconducts section. This will then notify the Form Teacher and appropriate Head of Year.

18.3 The Head of Year, Head Pastoral, Senior Deputy or Head records those incidents where a pupil is sent to him/her on account of bad behaviour.

18.4 A record is kept of incidents that occur at break or lunchtimes: lunchtime supervisors email the relevant Form Teacher with details of incidents of poor behaviour. This is also logged on MySchool Portal.

18.5 For more serious incidences the Lunchtime Supervisors will, as soon as possible, make one of the Heads of Year, or Deputy Head Pastoral aware.

18.6 A Serious Sanctions Book is kept electronically. A copy of all discipline letters sent to parents is kept on file in the relevant pupil records. Any serious incident, that is where very aggressive or uncontrolled behaviour has put other pupils at risk or has endangered the safety of the pupil concerned, must be discussed with the Head and recorded appropriately. The Head keeps a record of any pupil who is suspended (limited period) or who is permanently expelled. It is the responsibility of the Board of Governors to monitor the rate of both, and to ensure that the school policy is administered fairly and consistently.

18.7 Oak Heights Independent School will apply its behaviour policies in a consistent, rigorous and non-discriminatory way, and all areas of application of these policies will be monitored routinely. Ultimate sanctions Oak Heights Independent School are: Suspension (limited period, either in school or at home) and Expulsion (permanent). Neither sanction is used lightly.

18.8 The power to suspend or expel a pupil can only be exercised by the Head or the Senior Deputy. If the Head suspends or expels a pupil, the parents are informed immediately, giving reasons for this decision.



18.9 If they wish, parents may appeal against the decision to permanently exclude a child to the Chair of Governors. The school informs the parents how to make any such appeal. It is the responsibility of the Governors, with the help of the Head and SLT to monitor the rate of suspensions and expulsions, and to ensure that the school policy is administered fairly and consistently. See also the school's Suspensions and Expulsions Policy.

19 Behaviour outside school

19.1 Pupils' behaviour outside school on educational visits and sports fixtures is subject to the school's Behaviour Policy. Bad behaviour in such circumstances will be dealt with as if it had taken place in school. Parents sign an agreement before pupils attend residential visits that acknowledge, in cases of serious bad behaviour, they will collect their pupil from the venue.

19.2 The Head will not allow pupils to participate in an educational visit (including residential visits) if their behaviour at school indicates that the pupil's presence on the activity will be prejudicial to good order and/or safety. Any serious offences whilst on an educational visit will result in the parents having to collect the pupil from the venue, at their own expense.

19.3 Any pupil misbehaving, or displaying bullying behaviour outside the school gates, and that is witnessed by a staff member or is reported to the Head, will be subject to proportionate disciplinary measures. This includes pupils travelling to/from school, on an educational visit, wearing school uniform externally, or where a pupil can be identified such as through an email, etc.

19.4 External misbehaviour includes: behaviour that could have repercussions on the orderly running of the school, posing a threat to another pupil or member of the public, or behaviour that could adversely affect the reputation of the school. This will follow the Serious Misbehaviour process mentioned above and could lead to suspension and/or expulsion from the school.

20 Anti-Bullying

20.1 For information of how we aim to discourage, but if necessary deal with, incidents of bullying including cyber-bullying, please see our Anti-Bullying Policy.

21 Corporal punishment and other Unacceptable Punishments

21.1 Corporal punishment is prohibited in all schools and is a criminal offence. The school policy is that under no circumstances will corporal punishment ever be used. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all 'members of staff'. These include all those acting in loco parentis, such as unpaid, volunteer supervisors. The oral threat of corporal punishment is also strictly forbidden.

21.2 The following sanctions and punishments will never be used: corporal punishment; any form of hitting of a pupil (including hitting a pupil in anger or retaliation); deprivation of food or drink; enforced eating or drinking; prevention of contact by telephone to parents or any appropriate independent listener or helpline; requirement to wear distinctive clothing; withholding of any aids or equipment needed by a pupil.



23 Physical Restraint

23.1 Teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person' (including the child). The position is stated in DfE Guidance Behaviour and Discipline in Schools. Teachers in our school do not hit, push or slap pupils. Staff only intervene physically to restrain pupils to prevent them injuring themselves or others, damaging property or committing a criminal offence.

23.2 Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Head and recorded in the pupil's personal file. The pupil's parents are informed on the same day.

23.3 Records are kept of when force is used and parents are informed. Training and guidance is given to members of the pastoral team on the circumstances in which 'physical intervention' is allowable.

23.4 Corporal punishment is prohibited in this school and will never be used.

24 Involvement of Pupils

24.1 Pupils will be involved in reviewing the school's anti-bullying policies and procedures, and in the school's programme to reinforce self-discipline, and positive work and behaviour patterns. All pupils are involved in the discussion process about behaviour through a range of curricular activities appropriate to their age.

25 Disciplinary Action against Pupils who are found to have made Malicious Accusations against Staff

18.1 Malicious accusations against our staff are not acceptable and are taken very seriously. If an allegation is determined to be unfounded, the school will refer the matter to Children's Social Care to decide whether the pupil concerned is in need of services or support. The matter will also be dealt with by the school under its disciplinary procedures for serious misconduct.

26 Taking appropriate action

No matter how effectively we operate consistent strategies there will be occasions when pupils' behaviour or standards of work are unacceptable. Swift and appropriate action should be taken. If support is needed from another member of staff, it should be handled in a way that minimises the disruption of the lesson.

Teachers should follow the Six-Step approach when dealing with negative behaviours. Pupils should be given a verbal warning for low level behaviours. A negative disciplinary will result in a notification to the form tutor, Senior Leadership Team (SLT) and the parent. The responsibility for taking initial action rests with the relevant subject teacher or personal tutor. For more persistent behaviour issues, or behaviour that is interrupting the learning of others, the class teacher should involve SLT in the first instance. The Headmaster will be involved for more serious incidences of behaviour.

Staff can send a message on **zoom chat** to the school office or members of SLT and request further



assistance if they wish to withdraw a pupil from the classroom. Teachers are supported by their Line Managers, initially their Co-ordinators and SLT. If teachers are unsure about the nature of action, they should seek advice from their Co-ordinator.

Personal tutors should be kept informed of incidents so that they can retain the overview of their personal pupils' progress. Key people to take advice from are members of Senior Leadership Team and the Headmaster.

The following Six Step approach is a ladder of how actions may escalate. Pupils can step onto the ladder at any point as there is not an expectation that all behaviours will progress through each stage. The examples of negative behaviours may result in one of the possible actions but the member of SLT and/or Headmaster will decide the most appropriate action for each negative behaviour.

Step	Possible Actions	Examples of negative behaviour
Step 1	Verbal Warning (reminder of expectations) applying the Three strike system. Upto 15 min detention after school	Low-level disruptive behaviour e.g., chatty, off-task, interrupting others, calling out.
Step 2	SLT will track. Record on My School Portal under 'report disciplinary'. Upto 30 min detention after school Seclusion room – reflection time– reflection time throughout the day	Repeated actions of the above or; Missing essential equipment; uniform infringement; late to lesson without good reason; no homework (1st offence).
Step 3	With class teacher (same day if possible) after school upto 45mins. SLT will offer support. Record on My School Portal under 'report disciplinary'. Seclusion room – reflection time – reflection time throughout the day *If homework is missing, pupil will complete homework in detention.	No homework (2nd time); repeatedly missing essential equipment; 3rd time having to be told about anything from step 1; 2nd time late; any combination of step 2 offences (e.g., late and missing HW, uniform and/or equipment).
Step 4	To be reported on school record via My School Portal under 'report disciplinary'. 1 hour Reflection with SLT after school Repeated incidents and pupils may go on report to principal. Parents may be required to meet with principal and/or SLT. SLT will mentor and monitor. Seclusion room – reflection time throughout the day	Dangerous/aggressive play during break/lunch; answering back to staff. Rudeness towards others; deliberate unkindness towards others; swearing at someone; no homework (3rd time)



OAK HEIGHTS

Independent School

Step 5	To be reported on school record via My School Portal. 45-minute detention with Principal or SLT. Repeated incidences and pupil may go on report to SLT. Parents may be required to meet with Principal or SLT. Seclusion room – reflection time throughout the day	Cheating; bullying (including cyberbullying); causing physical harm to someone or something; inappropriate use of social media; non-attendance at Step 4. Cyber-bullying. Depending on seriousness of event, this may go straight to Step 6
Step 6	Principal and SLT will review circumstances and Email and/or phone call will be made to parents. Escalate to SLT; Internal isolation or fixed term exclusion; Parent meeting will take place. Drugs testing if appropriate. Seclusion room – reflection time throughout the day till parents arrive	Any form of abuse including peer on peer abuse. Serious physical harm. Smoking or vaping in school uniform. Use of drugs/alcohol/banned substances OR Repeated incidences at Step 5.

A Reflection is a time when the pupil meets with a member of staff to reflect on their behaviour and to understand why such behaviours are not appropriate. Letters of apology may be written in this time.